

Perbedaan antara Evaluasi Program dengan Penelitian adalah sebagai berikut :

No	Variabel	Penelitian	Evaluasi
1	Objek	Bisa dipilih sendiri	Ditentukan program
2	Tujuan	Ditentukan oleh masalahnya	Ditentukan oleh tujuan programnya
3	Analisis Data	Peneliti hanya dapat mengolah secara deskriptif tanpa mengacu pada standar	Kriteria dan tolok ukur sifatnya mutlak
4	Kesimpulan	Mengarah pada rumusan masalah	Mengacu pada kriteria yang sudah ada
5	Tindak lanjut	Adanya saran-saran kepada pihak terkait	Kesimpulan ditindaklanjuti dengan rekomendasi

Menurut Stufflebeam (1960s), evaluasi adalah proses memperoleh dan menyajikan informasi yang berguna untuk mempertimbangkan alternatif-alternatif pengambilan keputusan.

The joint committee on Standards For Educational Evaluation(1994) mendefinisikan evaluasi sebagai kegiatan investigasi yang sistematis tentang keberhasilan suatu tujuan.

Djaali, Mulyono dan Ramli (2000) mendefinisikan Evaluasi sebagai proses menilai sesuatu berdasarkan standar objektif yang telah ditetapkan kemudian diambil keputusan atas objek yang dievaluasi.



CURRICULUM & EVALUATION

Evaluation is the process of collecting data on a programme to determine its value or worth with the aim of deciding whether to adopt, reject, or revise the programme



The public want to know whether the curriculum implemented has achieved its aims and objectives

Teachers want to know whether what they are doing in the classroom is effective

The developer or planner wants to know how to improve the curriculum product.



CURRICULUM & EVALUATION



Curriculum evaluation should be concerned with assessing the value of a

- ❖ program of study
- ❖ and a course of study
- ❖ a field of study



CURRICULUM & EVALUATION



Worthen and Sanders (1987) define curriculum evaluation as “the formal determination of the quality, effectiveness, or value of a programme, product, project, process, objective, or curriculum”



CURRICULUM & EVALUATION



Ornstein and Hunkins (1998) define curriculum evaluation as “a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something- the curriculum in general or an educational textbook in particular”

The CIPP evaluation model

One very useful approach to educational evaluation is known as the CIPP, or Context, Input, Process, Product approach, developed by Stufflebeam (1983). This provides a systematic way of looking at many different aspects of the curriculum development process. There is a risk, however, that it may be directed only by **experts** or **outsiders**, and for this reason it is vital to identify ways in which various stakeholders can be meaningfully involved.

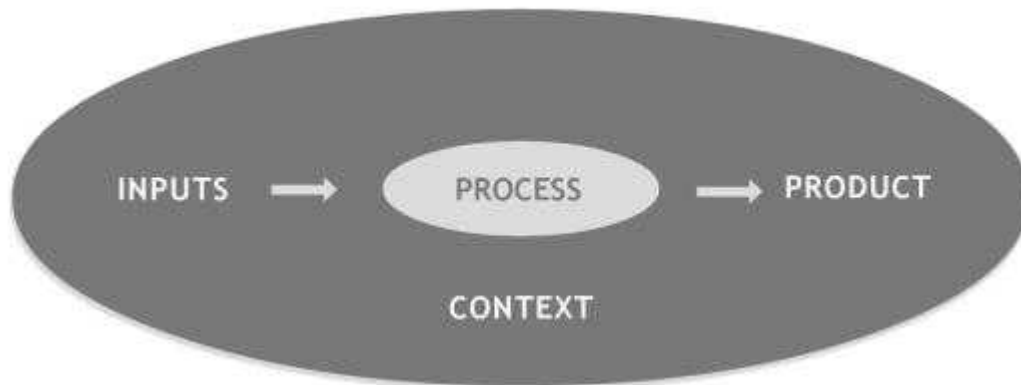
The CIPP framework was developed as a means of linking evaluation with programme decision-making. It aims to provide an analytic and rational basis for programme decision-making, based on a cycle of planning, structuring, implementing and reviewing and revising decisions, each examined through a different aspect of evaluation – context, input, process and product evaluation.

The CIPP model is an attempt to make evaluation directly relevant to the needs of decision-makers during the phases and activities of a programme.^[1] Stufflebeam's context, input, process, and product (CIPP) evaluation model is recommended as a framework to systematically guide the conception, design, implementation, and assessment of service-learning projects, and provide feedback and judgment of the project's effectiveness for continuous improvement.^[1]

The CIPP model is unique as an evaluation guide as it allows evaluators to evaluate the program at different stages, namely: before the program commences by helping evaluators to assess the need and at the end of the program to assess whether or not the program had an effect.

- **Context:** What needs to be done? Vs. Were important needs addressed?
- **Input:** How should it be done? Vs. Was a defensible design employed?
- **Process:** Is it being done? Vs. Was the design well executed?
- **Product:** Is it succeeding? Vs. Did the effort succeed?

The CIPP model of evaluation



Basically, the CIPP model requires that a series of questions be asked about the four different elements of the model.

Context

- ??? What is the relation of the course to other courses?
- ??? Is the time adequate?
- ??? What are critical or important external factors (network, ministries)?
- ??? Should courses be integrated or separate?
- ??? What are the links between the course and research/extension activities?
- ??? Is there a need for the course?
- ??? Is the course relevant to job needs?

Inputs

- ??? What is the entering ability of students?
- ??? What are the learning skills of students?
- ??? What is the motivation of students?
- ??? What are the living conditions of students?
- ??? What is the students' existing knowledge?
- ??? Are the aims suitable?
- ??? Do the objectives derive from aims?

- ◆◆◆ Are the objectives ◆smart◆?
- ◆◆◆ Is the course content clearly defined?
- ◆◆◆ Does the content (KSA) match student abilities?
- ◆◆◆ Is the content relevant to practical problems?
- ◆◆◆ What is the theory/practice balance?
- ◆◆◆ What resources/equipment are available?
- ◆◆◆ What books do the teachers have?
- ◆◆◆ What books do the students have?
- ◆◆◆ How strong are the teaching skills of teachers?
- ◆◆◆ What time is available compared with the workload, for preparation?
- ◆◆◆ What knowledge, skills and attitudes, related to the subject, do the teachers have?
- ◆◆◆ How supportive is the classroom environment?
- ◆◆◆ How many students are there?
- ◆◆◆ How many teachers are there?
- ◆◆◆ How is the course organized?
- ◆◆◆ What regulations relate to the training?

Process

- ◆◆◆ What is the workload of students?
- ◆◆◆ How well/actively do students participate?
- ◆◆◆ Are there any problems related to teaching?
- ◆◆◆ Are there any problems related to learning?
- ◆◆◆ Is there effective 2-way communication?
- ◆◆◆ Is knowledge only transferred to students, or do they use and apply it?
- ◆◆◆ Are there any problems which students face in using/applying/analysing the knowledge and skills?
- ◆◆◆ Is the teaching and learning process continuously evaluated?
- ◆◆◆ Is teaching and learning affected by practical/institutional problems?
- ◆◆◆ What is the level of cooperation/interpersonal relations between teachers/students?
- ◆◆◆ How is discipline maintained?

Product

- ❖❖❖ Is there one final exam at the end or several during the course?
- ❖❖❖ Is there any informal assessment?
- ❖❖❖ What is the quality of assessment (i.e. what levels of KSA are assessed?)
- ❖❖❖ What are the students' KSA levels after the course?
- ❖❖❖ Is the evaluation carried out for the whole PCD process?
- ❖❖❖ How do students use what they have learned?
- ❖❖❖ How was the overall experience for the teachers and for the students?
- ❖❖❖ What are the main lessons learned?
- ❖❖❖ Is there an official report?
- ❖❖❖ Has the teacher's reputation improved as a result (or been ruined!)?

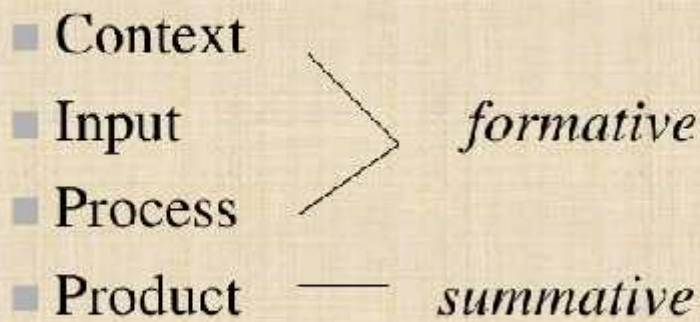
Methods used to evaluate the curriculum

There are many ways to evaluate the curriculum. Here are some common ways. Several of these would normally be used in combination:

- ❖❖❖ discussion with class
- ❖❖❖ informal conversation or observation
- ❖❖❖ individual student interviews
- ❖❖❖ evaluation forms
- ❖❖❖ observation in class/session of teacher/trainer by colleagues
- ❖❖❖ video-tape of own teaching (micro-teaching)
- ❖❖❖ organizational documents
- ❖❖❖ participant contract
- ❖❖❖ performance test
- ❖❖❖ questionnaire
- ❖❖❖ self-assessment
- ❖❖❖ written test

CIPP Model

Formative - Summative



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Context

“What needs to be done?”

- assess the overall environmental readiness of the project, examine whether existing goals and priorities are attuned to needs, and assess whether proposed objectives are sufficiently responsive to assessed needs.
- refers to as “needs assessment”.



Context

- What is the relation of the course to other courses?
- Is the time adequate?
- What are critical or important external factors?
- Should courses be integrated or separate?
- What are the links between the course and research/extension activities?
- Is there a need for the course?
- Is the course relevant to the job needs?



Input

“How should it be done?”

- Refers to the ingredients of the curriculum which include the goals, instructional strategies, the learners, the teachers, the contents and all the materials needed.



Inputs

- What is the entering ability of students?
- What are the learning skills of students?
- What is the motivation of the students?
- What are the living conditions of students?
- What is the students' existing knowledge?
- Are the aims suitable?
- Do the objectives derives from aim?



- Are the objectives 'smart'?
- Is the course content clearly defined?
- Does the content match student abilities?
- Is the content relevant to practical problems?
- What is the theory/practice balance?
- What resources/equipment are available?
- What books do the teachers have?
- What books do the students have?



- How strong are the teaching strategies of the teachers?
- What time is available compared with the workload, for preparation?
- What knowledge, skills and attitudes, related to the subject, do the teachers have?
- How supportive is the classroom environment?
- How many students are there?
- How many teachers are there?
- How is the course organized?
- What regulations relate to the training?



Process

"Is it being done?"

- refers to the ways and means of how the curriculum has been implemented.
- monitors the project implementation process.
- assess the extent to which participants accept and carry out their roles.



Process

- What is the workload of the students?
- How well/actively do students participate?
- Are there any problems related to teaching?
- Are there any problems related to learning?
- Is there an effective 2-way communication?
- Is knowledge only transferred to students, or do they use and apply it?



- Are there any problems which students face in using/applying/analysing the knowledge and skills?
- Are the teaching and learning process continuously evaluated?
- Are the teaching and learning affected by practical/institutional problems?
- What is the level of cooperation/interpersonal relations between teachers and students?
- How is discipline maintained?



Product

"Did the project succeed?"

- indicates if the curriculum accomplishes its goals.
- measure, interpret, and judge a project's outcomes by assessing their merit, worth, significance, and probity.
- ascertain the extent to which the needs of all the participants were met.



Product

- Is there one final exam at the end or several during the course?
- Is there any informal assessment?
- What is the quality of the assessment?
- What are the students' KSA levels after the course?
- Is the evaluation carried out for the whole process?



- How do students use what they learned?
- How was the overall experience for the teachers and for the students?
- What are the main 'lessons learned'?
- Is there an official report?
- Has the teacher's reputation improved or been ruined as a result?



Tyler Model

1. From Tyler's model of curriculum development, there are four basic questions:
 - a. What is the purpose of the education? (Objectives)
 - b. What educational experiences will attain the purposes? (Instructional strategies and content)
 - c. How can these experiences be effectively organized? (Organization of learning experiences)
 - d. How can we determine when the purposes are met? (Assessment and evaluation)

